

Ad Hoc Committee  
September 16, 2011  
DRAFT #3—November 10, 2011  
DRAFT #4—August 23, 2012  
DRAFT #5—October 30, 2012  
DRAFT #6 – December 6, 2012

Early Childhood Education  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board  
of Education on \_\_\_\_/20\_\_)

DRAFT #7— March 12, 2013 (Includes NCTE Graduate Committee revisions)

**REDLINE VERSION**

006.16 Early Childhood Education

- 006.16A Grade Levels: ~~Birth~~ Prekindergarten through Grade 3
- 006.06B Endorsement type: ~~Subject~~ Supplemental
- 006.16C Persons with this endorsement are prepared to teach children from ~~birth~~ Prekindergarten (age 3) through grade 3. ~~including those with disabilities as defined in Section 79-0008.01 R.R.S.~~
- 006.16D Certification Endorsement Requirements: The endorsement shall require a minimum of 18 30 semester hours specific to ~~in~~ early childhood education that address preschool and kindergarten. Candidates for this endorsement must hold, or earn concurrently, an Elementary Education (K-6) endorsement, or the Special Education endorsement (K-6 or K-12).
- 006.16D1 Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (pre-kindergarten) children.
- 006.16E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES  
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN  
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide early childhood teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on National Association for the Education of Young Children (NAEYC) Standards (2010).

**STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's

characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Element 1: Know and understand young children's characteristics and needs, from birth through age 8.

Element 2: Know and understand the multiple influences on early development and learning, and

Element 3: Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

## **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Element 1: Know about and understand diverse family and community characteristics,

Element 2: Support and engage families and communities through respectful, reciprocal relationships, and

Element 3: Involve families and communities in young children's development and learning.

## **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Element 1: Understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children,

Element 2: Know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection,

Element 3: Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive

- technology for children with disabilities, and  
Element 4: Know about assessment partnerships with families and with  
professional colleagues to build effective learning environments.

#### **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

- Element 1: Understand positive relationships and supportive interactions as  
the foundation of their work with young children,  
Element 2: Know and understand effective strategies and tools for early  
education, including appropriate uses of technology,  
Element 3: Use a broad repertoire of developmentally appropriate  
teaching/learning approaches, and  
Element 4: Reflect on own practice to promote positive outcomes for each  
child.

#### **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

- Element 1: Understand content knowledge and resources in academic  
disciplines: language and literacy; the arts – music, creative  
movement, dance, drama, visual arts; mathematics; science,  
physical activity, physical education, health and safety; and social  
studies,  
Element 2: Know and use the central concepts, inquiry tools, and structures of  
content areas or academic disciplines, and  
Element 3: Use own knowledge, appropriate early learning standards, and  
other resources to design, implement, and evaluate  
developmentally meaningful and challenging curriculum for each  
child.

### **STANDARD 6. BECOMING A PROFESSIONAL**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

- Element 1: Identify and involve oneself with the early childhood field.
- Element 2: Know about and uphold ethical standards and other early childhood professional guidelines.
- Element 3: Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- Element 4: Integrate knowledgeable, reflective, and critical perspectives on early education, and
- Element 5: Engage in informed advocacy for young children and the early childhood profession.

### **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in the early childhood age groups (ages 3 through 5 and kindergarten) and in the variety of settings that offer early education (such as early school grades, child care centers and homes, and Head Start programs.)

- Element 1: Opportunities to observe and practice in early childhood age groups (ages 3 through 5 and kindergarten), and
- Element 2: Opportunities to observe and practice in early education settings (such as child care centers and homes, preschools, and Head Start programs.)

~~Through the courses identified in its plan, the institution should prepare prospective teachers to demonstrate the following criteria:~~

- ~~A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading/writing, mathematics, science, and social sciences as defined in the Nebraska Student Standards for grades one and four.~~
- ~~B. Child growth, development, and learning.~~
  - ~~1. Use knowledge of how children with a range of abilities and disabilities develop and learn in order to provide opportunities that support child growth and development for children from birth through grade 3;~~
  - ~~2. Use knowledge of how children with a range of abilities and disabilities develop~~

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~~and learn in order to provide opportunities that support individual differences in development and learning;~~

- ~~3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influence development and learning; and~~
- ~~4. Select and use appropriate tools and resources for the assessment of the development and learning of young children.~~

**C. Relations with families.**

- ~~1. Describe the role of the family and community in the care and education of young children;~~
- ~~2. Facilitate communication and cooperation with families and children with a range of abilities and disabilities; and~~
- ~~3. Facilitate school partnerships with family and community.~~

**D. Curriculum development, content, and implementation.**

- ~~1. Plan and implement developmentally appropriate and integrated learning activities for all young children in the areas of language, literacy, mathematics, science, social studies, the arts, and health and safety;~~
- ~~2. Plan and manage developmentally appropriate learning environments that promote physical, cognitive, social and emotional growth in all young children;~~
- ~~3. Plan and implement developmentally appropriate methods for young children's learning; and~~
- ~~4. Use on-going assessment processes in order to develop and adapt programs for young children with a range of abilities and disabilities.~~

**E. Professionalism in early childhood education.**

- ~~1. Describe the historical, philosophical, and social foundations of early childhood education; and~~
- ~~2. Describe current issues, legislative and public policy trends, ethics, and advocacy in early childhood education.~~
- ~~3. Field and clinical experiences. The program shall provide prospective teachers with opportunities to:~~
  - ~~a. Observe and participate under the supervision of qualified professionals in a variety of settings (including but not limited to homes, public or private centers, community agencies, and schools) in which young children with a range of abilities and disabilities, who reflect diverse family systems, from birth through age 8 and their families are served; and~~
  - ~~b. Have pre-student teaching field and clinical experiences with at least two of the three age groups (infants/toddlers, preprimary, primary school children), for an accumulated ninety (90) clock hours. A minimum of twenty percent (20%) of the hours shall include working with children who have a range of disabilities.~~

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**AD HOC MEMBERSHIP FORM** (Based on Section 17.03 of the NCTE Organizational Policies)  
**EARLY CHILDHOOD Friday, September 16, 2011—Center for People in Need 10 AM-4 PM**

MEMBERSHIP CRITERIA	NOMINEES
17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration	1. Brian Carlson, Wahoo Head Start D5 <a href="mailto:bcarlso@esu2.org">bcarlso@esu2.org</a> 2. Missy Timmerman, Beatrice D5 <a href="mailto:mtimmerman@bpsnebr.org">mtimmerman@bpsnebr.org</a> 3. <del>Amy LaPoint, Winnebago Head Start D3</del> <del><a href="mailto:lapointe-amy@hotmail.com">lapointe-amy@hotmail.com</a></del>
1703B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution	1. Dawn Mollenkopf, UNK D6 <a href="mailto:mollenkopfdl@unk.edu">mollenkopfdl@unk.edu</a> 2. Susan McWilliams, UNO D8 <a href="mailto:smcwilliams@mail.unomaha.edu">smcwilliams@mail.unomaha.edu</a>
1703C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions	1. Susan Churchill, UN-L D1 <a href="mailto:schurchi@unlnotes.unl.edu">schurchi@unlnotes.unl.edu</a> 2. Jackie Florendo, Doane D5 <a href="mailto:jackie.florendo@doane.edu">jackie.florendo@doane.edu</a>
1703D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration	(This category could be covered by appointees to 17.03A)
1703E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3	1. Lincoln or Omaha administrators Gladys Haynes, OPS Educare D4 <a href="mailto:ghaynes@educareomaha.org">ghaynes@educareomaha.org</a> 2. Classes 2 or 3 Dr. Richard Hasty, Plattsmouth D2 <a href="mailto:rhasty@pcsd.org">rhasty@pcsd.org</a> 3. Beth Ericson, York Public Schools, D6 <a href="mailto:Beth.ericson@yorkdukes.org">Beth.ericson@yorkdukes.org</a>
17.03F One person representing the general public, e.g. PTA member or a school board member	Josie Filipi, Crete D5 <a href="mailto:josief@creteschools.org">josief@creteschools.org</a>
17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable.	Donna Moss, NCTE D6 <a href="mailto:dmoss@esu9.org">dmoss@esu9.org</a>
17.03H One representative of NDE	Melody Hobson, NDE Early Childhood D1 <a href="mailto:melody.hobson@nebraska.gov">melody.hobson@nebraska.gov</a> Jan Thelen, NDE Special Education Early Childhood D1 <a href="mailto:jan.thelen@nebraska.gov">jan.thelen@nebraska.gov</a>
17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements	Chris Marvin, UN-L D1 <a href="mailto:cmarvin1@unl.edu">cmarvin1@unl.edu</a> Kim Madsen, Chadron State D7 <a href="mailto:kmadsen@csc.edu">kmadsen@csc.edu</a>
17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups	Peggy Romshek, Mitchell D7 <a href="mailto:promshek@panesu.org">promshek@panesu.org</a>
17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee	Marge Harouff, NDE Consultant Sharon Katt, NDE Pat Madsen, NDE Marlene Beiermann, NDE